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ABSTRACT

The Multi-Digit (MDT) testing procedure is a computer-scored testing innovation conceptualized in 1982. It is fully compatible with multiple choice and true/false tests well suited for the testing of discreet terms and concepts such as in fill-in-the-blank examinations. The student reads the question and selects the appropriate response from an alphabetically organized, lengthy list on which each term is numbered. With three-digit numbers, there can be up to 999 items on a list, far too many for any student to peruse in an attempt to recognize the correct answer. The student is required to recall the correct answer, locate it on the alphabetical list and then place the code number on the computer readable answer sheet. The paper explains how to use MDT in teaching and evaluating an Introduction to Criminal Justice course. A sample MDT test and actual MDT lists for major clinical justice terms and concepts are appended. (Author/JAZ)

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MULTI-DIGIT (MDT) TESTING IN THE TEACHING OF CRIMINAL JUSTICE SCIENCES

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ABSTRACT

The Multi-Digit (MDT) testing procedure is a new addition to computer scored testing and is fully compatible with multiple choice and true/false tests. It is especially well suited for the testing of discreet terms and concepts such as in fill-in-the blank examinations. The student reads the question and selects the appropriate response from an alphabetically organized, lengthy list on which each term is numbered. With three-digit numbers, there can be up to 999 items on a list, far too many for any student to peruse in an attempt to recognize the correct answer. The student is required to recall the correct answer, locate it on the alphabetical list and then place the code number on the computer readable answer sheet. Actual MDT lists for major Criminal Justice terms and concepts are provided in this paper which also explains how to put the Multi-Digit testing innovation into immediate practical use for the teaching of the Introduction to Criminal Justice courses on any campus.

A presentation to the Annual Meeting of the Academy of Criminal Justice Sciences, Orlando, Florida, 17-21 March 1986.

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INTRODUCTION

Teaching a course on the Introduction to Criminal Justice Sciences requires a variety of evaluation techniques in order to assess the students' learning in the various components of that course. The higher order forms of learning which require synthesis and evaluation by the students are traditionally tested with essay tests or single paragraph answers. Important as that element of testing is, essays are not the best method for determining if the students have mastered the basic factual information which is essential for anyone to have a firm grasp on the topic of Criminal Justice Sciences. To determine that knowledge professors commonly utilize multiple choice or fill-in-the-blank tests. The multiple choice method has the obvious disadvantage of encouraging recognition, the elimination of alternatives, and outright guessing. It is hard to imagine that someone would not pick out the term from a selection of five names. Furthermore, the onus is on the professor to devise the four wrong answers (foils) that are supposed to have a reasonable likelihood of being selected if the student does not recognize the correct answer. The result is that students frequently avoid the full learning of essential factual information in a course, whether introductory or at an advanced level, because they are good at recognition and the elimination of foils.

It is much more difficult to recall from memory and write down specific answers. Recall requires that the information be learned better. Therefore, considering that some of that factual information should become part of the basic knowledge of an educated person, professors sometimes opt for tests where one or

two word answers must be written. The questions are actually easier to write than those of a multiple choice test because no alternative answers are required. The major difficulty with such fill-in-the-blank style tests is that the professor must be willing to devote significant time to their grading, especially if mastery learning is desired. What would be useful is a computer scored fill-in-the-blank style test of terms and concepts about Criminal Justice Sciences that could be quickly generated and graded, complete with statistical analyses. Then the essential learning can be required and tested while freeing the professor for essay scoring, student advisement, research and other activities more productive than manual test scoring.

The Multi-Digit (MDT) testing innovation is a computer scored approximation of a fill-in-the-blank test. It is ideally suited for the evaluation (and stimulation) of learning of the factual information essential to a course such as the Introduction to Criminal Justice Sciences. Not only does it make the test scoring faster, it also makes the formulation of the test questions extremely easy and, according to recent research discussed in the next section, contributes to improved student learning during the semester and greater retention even after the conclusion of the course. With fast computer scoring of quickly generated tests which require student recall rather than recognition, a professor can more easily specify the level of competence required from the students. In that way, any student who does not meet that minimum requirement can be given additional tests until that requirement is met. The MDT materials included in the appendix of this paper permit such a

learning requirement to be specified by the professor in a course on Criminal Justice Sciences.

The Multi-Digit method requires the student to select the desired answer from very long lists of alternative responsess. In the answer sheet format shown in the appendix, the three-digit responses mean that up to 999 alternative answers can be on a single list. (Two-digit and four-digit versions are being developed.) Those lists of responses need only be prepared once or maybe revised at the beginning of each course. In the case of Introduction to Criminal Justice Sciences, the initial long lists that could be used by any professor are provided in the appendices of this paper; they are sufficient for literally thousands of questions. In other words, there is no need for the professor to be concerned with the incorrect alternative answers if the correct term for a given question is found on one of the lists. There are many ways of phrasing questions which would utilize these long lists of answers. Furthermore, the MDT innovation will accomodate numeric answers of three digits.

BACKGROUND AND RESEARCH

The Multi-Digit long list testing method was first conceptualized in the fall of 1982 by Dr. Anderson, co-author of this paper. It has subsequently been used for seven consecutive semesters with over 700 students in a course on World Regional Geography. It is currently being used in the disciplines of home economics, art appreciation, mathematics, history, military science, English, political science, earth science, computer programming and chemistry. Instructors have created lists for

their subject matter and have used it in the classroom with several thousand university students. In addition, the largest single course to use the method has 1200 criminal justice students this semester, under the coordination of Diane Alexander, a co-author of this paper.

Because of the almost complete elimination of guessing on the Multi-Digit method in comparison to traditional multiple choice tests, the students' scores may be generally lower on an MDT test. There may also be a wider spread from the very lowest score to the highest score attained by students. Both of those characteristics can be advantageous to the professor. The traditionally accepted percentages of 90% and above being an A should not be applied to the MDT testing situations unless the professor intentionally modifies the examination material so that there are sufficient easy questions to allow the attainment of the specified percentages. In all cases, the individual professor remains independent and in charge of his or her particular class.

One of the key questions in evaluating this new testing technique concerns whether the students learned and retained more than they would have if studying for a traditional multiple choice test. Exploratory research conducted by Anderson, Hill, Naim and Walters (1985a) with nearly 200 students enrolled in World Geography, revealed that students who study for a fill-in-the-blank test or a Multi-Digit long list test <u>retain more of their learning</u> at the end of the semester than do students who studied the same material for a multiple choice test with five

alternative answers. These results are exactly as hypothesized. Furthermore, when students gain more familiarity with the MDT method, their results are expected to become even more similar to the greater learning and retention of the fill-in-the-blank method.

MDT Test Construction

Lists of terms preferably for the entire course should be constructed prior to the first test using the MDT format. The lists (see appendix) can be divided into different subject areas such as terms and concepts, names, amendments, places, court cases, professional organizations and agencies. The subject areas with few terms should be grouped together to increase the requirement of recall and reduce recognition. All of these lists could be combined into one. Sample lists for textbooks by Cole and Inciardi are attached to this paper.

Terms for the lists may be pooled from numerous sources, including glossaries and indexes. Terms from personal notes should also be included to cover specific lecture material. As a final resource, student study guides and instructor's manuals usually list key terms and concepts.

Test questions using responses on the MDT list need to be constructed with some caution. Questions should not have multiple possible answers on the list. An example, if the terms law enforcement and police are both on the list, there could be two correct answers for hastily prepared questions. The development of questions also involves a consciousness of the time required to answer the test because of the extra sheet of paper plus more marks to fill in. Students generally take

slightly longer to answer this style of questions. However, fewer questions are needed because of the increased academic rigor of recall. A short demonstration test early in the semester will provide the students with an in-depth understanding of the MDT answer format method to alleviate "test anxiety" and mental blocks caused by the newness of the testing procedure. The pre-test also is an indicator to the students of the increased amount of studying time required to prepare for this test procedure.

Test Results

Computer programs for the grading of MDT tests provide sub-total scores for groups of questions and for each style of scores to be prepared on both the tests using MDT lists and any other format questions (ie: essay, MDT long list, multiple choice and true/false). This allows for the student to compare results and also detect weaknesses in study habits. Further computer generated results also indicate to the student their actual word answers as well as the correct answers because each term is in the computer under its code number. This feature helps the students clarify any misconceptions of the definitions or usage of description terms or concepts. Further explanations of the MDT method are in the book The MDT Educational Innovation (Anderson, 1986).

Conclusions

The use of MDT in Criminal Justice Sciences can be rewarding to the instructor as well as the student. In introductory courses, such as the one at ISU, this testing format reduces

cheating, facilitates question generation (although the lists can stay the same) so that tests can easily be changed from term to term, and provides an outlet for in-depth testing to instructors in both large lecture halls and small classrooms. Approximatley 1500 Introduction to Criminal Justice Sciences Courses students have taken the test and admitted it is harder but it encourages better study skills and negates "all-nighters" performed the day before the test. There has been a substantial increase in the number of students taking advantage of seminars, small groups and test review since the change to this form of testing.

At Illinois State University, the students and faculty have found positive results from this testing, not only in the area of Criminal Justice but also in other disciplines. Upper level courses as well as introductory courses are able to provide the student with the educational benefits of a fill-in-the-blank test without the time of manual grading.

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NOTE: The Multi-Digit Technologies (MDT) Corporation offers start-up assistance to any instructor wanting to use the MDT innovations. For further information, telephone 309-452-7072 or write to P.O. Box 14, Normal, Illinois 61761. MDT and Multi-Digit are trademarks of the MDT Corporation.

Demonstration M.D.T. Test
[Use Cole List]

Terms & Concepts

1. Defendants who are awaiting trial/sentencing or serving a period of imprisonment not to exceed one year are housed in __(203)__.

2. The individuals in Normal who have the power to arrest, ride around in cars with lights and sirens and wear a badge and gun are referred to as the Normal __(256)__ Department.

3. Hinckley was relieved of his criminal responsibility for attempting to assassinate Ronald Reagan because of his accepted plea of __(197)__.

4. There are two categories of crimes, misdemeanor and __(175)__.

5. The T.V. show, "The People's Court" involves informal processing of cases decided by a retired __(204)__.

6. Miami __(320)__ is a top-rated T.V. program which involves a realistic (ha! ha!) portrayal of detective work.

Names

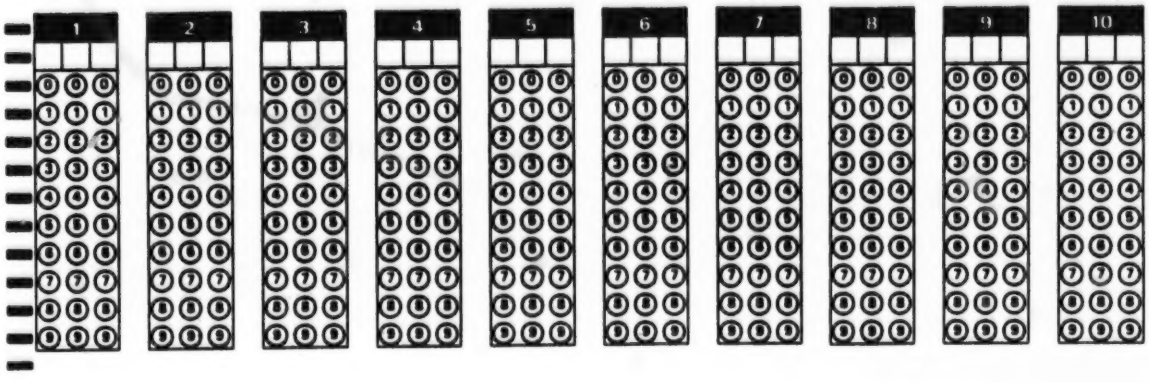
7. The individual who researched the effectiveness of treatment programs and rehabilitation efforts and concluded with "nothing works" is __(566)__.

Amendments/Court Cases/Organizations/Places

8. This court has eight males and one female on it __(782)__.

9. The state which borders Illinois and is where the baseball team 'The St. Louis Cardinals" is from is __(755)__.

10. The freedom of religion, freedom of speech and the right to assemble are rights given to us in the Constitution under the __(704)__ amendment.



COLE: Sample Questions

1. The large amount of plea bargaining which makes our court system similar to that of a revolving door, and the impersonality existing in some part of the criminal justice system has led to our system of justice being referred to as one of __(108)__ justice.

2. The chief law enforcement officers of a county are termed __(298)__.

3. The formalized definitions of offenses which specify all their characteristics is referred to __(308)__ law.

4. Name the primary individual who believed that physical attributes and heredity were r for causing criminal behavior __(561)__.

5. With few exceptions, police officers need a search warrant to search your house because of the rights granted by the __(706)__ amendment.

INCIARDI: Sample Questions

1. Liability imposed on an employer for certain illegal acts of his employees committed during their employment is named __(228)__.

2. The administrative record of an arrest is the __(21)__ stage of the criminal justice process.

3. __(34)__ involves legal action of one individual against another individual and is structured to regulate the rights between individuals or organizations.

4. The federal agency created to lead the "war on crime" and was a provision of the Omnibus Crime Control and Safe Streets Act is __(139)__.

5. In the court case __(329)__, the United States Supreme Court reversed a lower court decision on the grounds that offenses such as "being addicted to the use of narcotics" were unconstitutional and that imprisonment for such an offense was cruel and unusual punishment in violation of the Eighth Amendment.

Figure 2A:

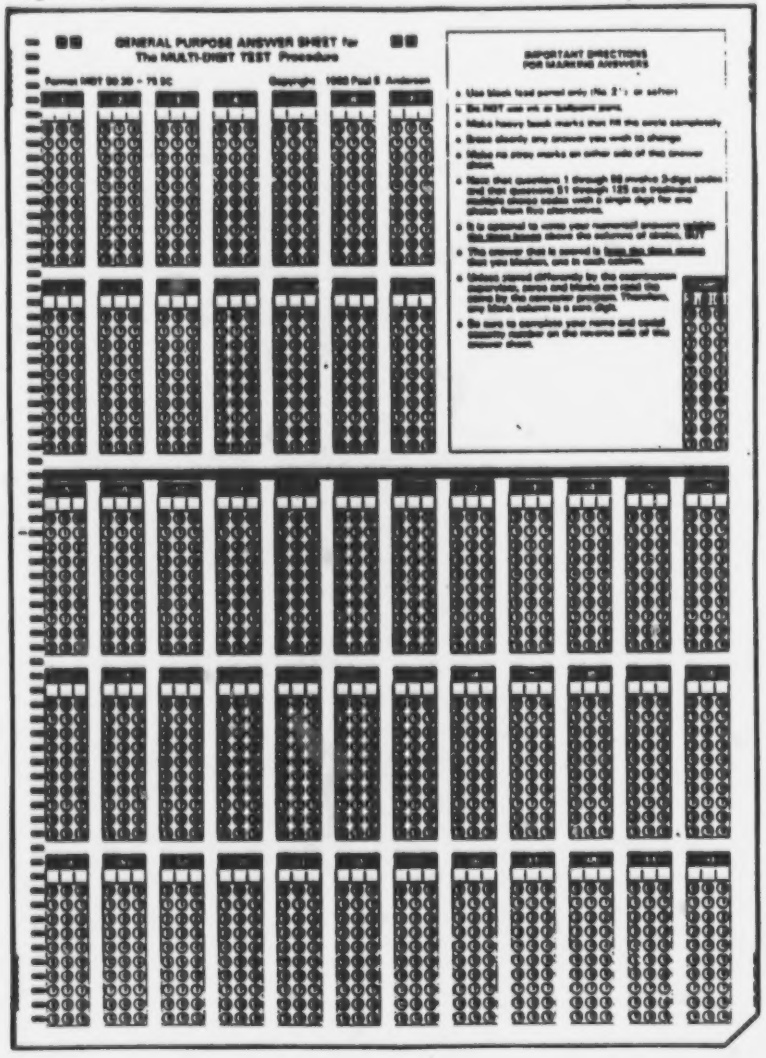
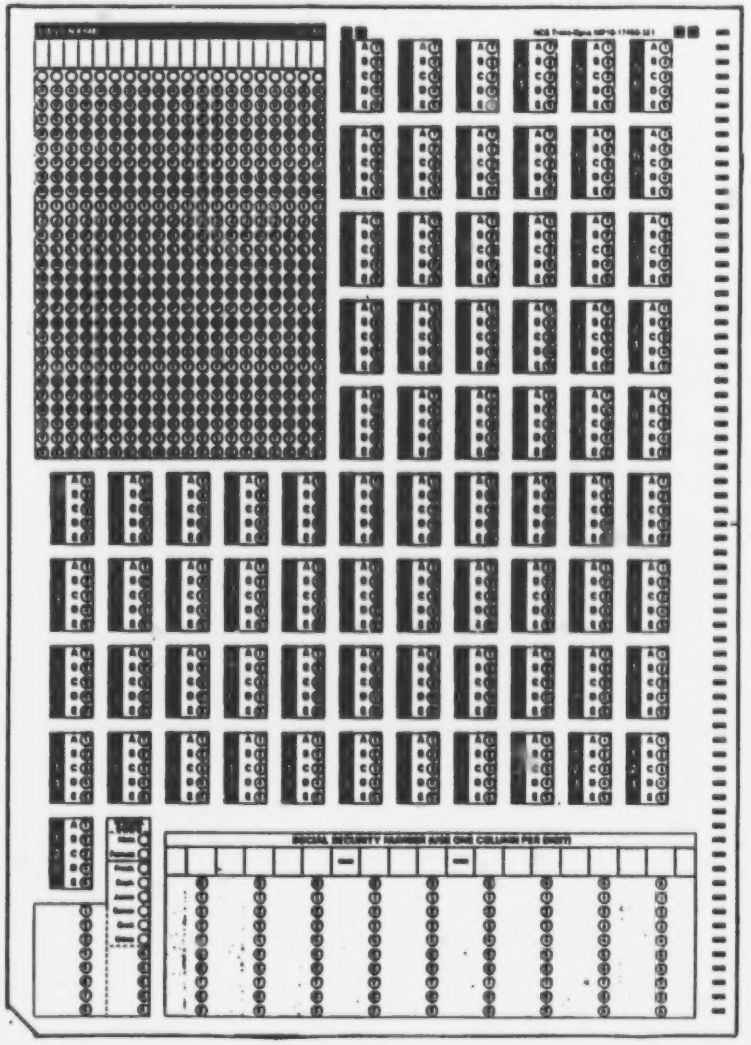


Figure 2B: Reverse side of MDT form



(COLE) MDT LISTS for CRIMINAL JUSTICE

TERMS & CONCEPTS

A
101 Actual enforcement
102 Actus reus
103 Adjudication
104 Appeals
105 Apprehension process
106 Arraignment
107 Arrest
108 Assembly-line justice
109 Assigned counsel
110 Auburn system
B
111 Bail
112 Bill of Rights
113 Biopsychological explanations
114 Black judges
115 Blue-Coat crime
116 Bondsman
117 Bureaucracy
C
118 Capital punishment
119 Case law
120 Challenge for cause
121 Child savers
122 Classification
123 Clearance rate
124 Code of secrecy
125 Collective bargaining
126 Common law
127 Community corrections
128 Concensus model
129 Conceptual framework
130 Concurrence
131 Conflict model
132 Constitutional protections
133 Copping out
134 Corrections
135 County
136 Court
137 Courtroom workgroup
138 Courts of general jurisdiction
139 Crime
140 Crime control model
141 Crime rate
142 Criminal justice system
143 Criminal responsibility
144 Criminal sanction
145 Criminogenic
146 Critical criminology
147 Cruel and unusual punishment
148 Custodial model
D
149 Deadly force
150 Death penalty
151 Defense attorney
152 Deinstitutionalization
153 Delinquent
154 Detention
155 Determinate sentences
156 Deterrence
157 Differential association theory
158 Discovery
159 Discretion
160 Diversion
161 Double jeopardy
162 Dual court system
163 Due process
164 Durham Rule
E
165 Eighth Amendment
166 English police tradition
167 Exchange relationships
168 Exchange system
169 Exclusionary rule
F
170 Factual guilt
171 Federal
172 Federal courts
173 Federal prison system
174 Federalism
175 Felony
176 Female corrections
177 Female criminals
178 Field interrogation
179 Filtering process
180 Full enforcement
181 Fundamental fairness
182 Furloughs
G
183 General deterrence
184 Good time
185 Grand jury
186 Grass eaters
H
187 Homicide
188 Huber Act
I
189 Incapacitation
190 Incarceration
191 Indeterminate sentences
192 Index crimes
193 Indictment
194 Information
195 Initial appearance
196 Inmate code
197 Insanity
198 Intake
199 Internal affairs unit
200 Interrogation
201 Investigation
202 Irresistible Impulse Test
J
203 Jails
204 Judge
205 Judicial selection
206 Jurisdiction
207 Jury
208 Jury selection
209 Jury trial
210 Juvenile corrections
211 Juvenile court
212 Juvenile crime
213 Juvenile justice
K
214 Kansas City Response Time Analysis Study
215 Labeling theory
L
216 Law Enforcement Education Program (LEEP)
217 Law enforcement
218 Legal guilt
219 Legal sufficiency
220 Legalistic style
221 Legislative process
222 Local
223 Low visibility
M
224 M'Naghten Rule
225 Mala in se
226 Mala prohibita
227 Mandatory sentences
228 Meat eaters
229 Mens rea
230 Minority police officers
231 Misdemeanor
232 Missouri Merit Selection Plan
233 Murder
N
234 Necessarily included offenses
235 Neglected child
236 Nolle prosequi
237 Nolo contendere
238 Nonpartisan election
O
239 Omnibus Crime Control and Safe Streets Act
240 Order maintenance
241 Organized crime
242 Overcriminalization
P
243 PINS/CINS/JINS
244 Parens patriae
245 Parole
246 Parole officer
247 Partisan election
248 Patrol
249 Patrol function
250 Penal code
251 Penitentiary
252 Pennsylvania system
253 Penology
254 Peremptory challenge
255 Plea bargaining
256 Police
257 Police brutality
258 Police interrogation
259 Police organization
260 Police women
261 Political crimes
262 Preliminary hearing
263 Prepleа conference
264 Presentence investigation
265 Pretrial detention
266 Pretrial motions
267 Pretrial processes
268 Preventive detention
269 Preventive patrol
270 Prisoners' rights
271 Proactive
272 Probation
273 Procedural criminal law
274 Procedural due process
275 Prosecuting attorney
276 Prostitution
277 Public defender
278 Punishment
R
279 Rand Institute Study
280 Reactive
281 Recidivism
282 Rehabilitation
283 Reintegration model
284 Release on recognizance (ROR)
285 Resource allocation
286 Resource dependance
287 Restitution
288 Retribution
289 Revocation
290 Right to counsel
S
291 Searches and seizures
292 Selective enforcement
293 Sentence Disparity
294 Sentencing council
295 Sentencing guidelines
296 Sentencing institute
297 Sentencing review
298 Sheriffs
299 Sociological explanations
300 Specific deterrence
301 Stare decisis
302 State corrections
303 Status offense
304 Statutes
305 Structural theory
306 Subculture
307 Substantial Capacity Test
308 Substantive criminal law
309 System efficiency
T
310 Team policing
311 Total enforcement
312 Traffic
313 Trial
314 Trial proceedings
315 Trial sufficiency
U
316 U.S. Constitution
317 Uniform Crime Reports
318 Unreasonable searches and seizures
319 Upperworld crime
V
320 Vice
321 Victimization surveys
322 Victimless
323 Victimology
324 Visible crime
325 Voir dire
W
326 Watchman style
327 White-collar crime
328 Women prisoners
329 Women's prisons
330 Work and educational release

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NAMES

A 501 Adler-Mueller, Freda
502 Alex, Nicholas
503 Ashburn, Franklin G.
504 Augustus, John
B 505 Bailey, F. Lee
506 Baldwin, James
507 Baldwin, Lola
508 Beaumont, Gustave Auguste
509 Becker, Howard
510 Bentham, Jeremy
511 Black, Donald J.
512 Black, Hugo R.
513 Braly, Malcolm
514 Brennan, William
515 Brockway, Zebulon
516 Buckley, James M.
517 Buglioni, Vincent
518 Burger, Warren
C 519 Carter, Jimmy
520 Chamblias, William
521 Clark, Ramsey
522 Clear, Todd
523 Cressey, Donald
524 Crockett, George W.
525 Crofton, Sir Walter
D 526 Darrow, Clarence Seward
527 Davis, Benjamin M.
528 Dewey, Thomas E.
529 Durkheim, Emile
E 530 Erikson, Kai
F 531 Ferri, Enrico
532 Fielding, John and Henry
533 Fogelson, Robert
534 Ford, Gerald R.
535 Frankel, Marvin E.
536 Frankfurter, Felix
537 Freud, Sigmund
538 Fried, Joseph P.
539 Fyfe, James
G 540 Garofalo, Raffaele
541 Gault, Gerald
542 Gideon, Clarence Earl
543 Goffman, Erving
544 Goldfarb, Ronald
H 545 Hall, Jerome
546 Holmes, Oliver Wendell
547 Hoover, J. Edgar
I 548 Ianni, Francis A. J.
J 549 Jones, Howard
550 Johnson, Frank M., Jr.
551 Johnson, Lyndon B.
K 552 Kaufman, Irving A.
553 Kennedy, John F.
554 Kennedy, Robert
L 555 LaFave, Wayne
556 Lemert, Edwin
557 Levin, Martin A.
558 Levine, Robert A.
559 Lindsey, Ben B.
560 Lippman, David
561 Lombroso, Cesare
M 562 Maconochie, Alexander
563 Manson, Charles
564 Marshall, Thurgood
565 Martin, Susan
566 Martinson, Robert
567 McNamara, Joohn H.
568 Morris, Norval
N 569 Niderhoffer, Arthur
570 Nixon, Richard M.
O 571 Oswald, Lee Harvey
P 572 Packer, Herbert L.
573 Payne, Donald
574 Peel, Sir Robert
575 Phillips, Steven
576 Pound, Roscoe
Q 577 Quinney, Richard
R 578 Reagan, Ronald
579 Reiss, Albert J., Jr.
580 Rubin, Jesse
581 Rubin, Ted
582 Rubinstein, Jonathan
583 Rush, Benjamin
S 584 Sandburg, Carl
585 Sarbin, Theodore R.
586 Schlesinger, Steven
587 Seidman, Robert B.
588 Serpico
589 Simon, Rita
590 Skolnick, Jerome
591 Smith, William French
592 Stoddard, Ellwyn R.
593 Sutherland, Edwin H.
T 594 Taft, William Howard
595 Tayler, Alice Felt
596 Tocqueville, Alexis de
V 597 Vanderbilt, Arthur
598 Vollmer, August
599 Von Hirsch, Andrew
W 600 Wainwright, Loudon
601 Wallach, Irving A.
602 Warren, Earl
603 White, Byron R.
604 Wilson, James Q.
605 Wilson, Orland Winfield
606 Wright, J. Skelly

AMENDMENTS/COURTCASES/ ORGANIZATIONS/PLACES

A 701 AFSCME
702 Amendment, Eighth
703 Amendment, Fifth
704 Amendment, First
705 Amendment, Fourteenth
706 Amendment, Fourth
707 Amendment, Sixth
708 American Bar Association
709 American Judicature Society
710 American Prison Association
711 Appellate courts
712 Argersinger v. Hamlin
713 Attica Correctional Facility
714 Attorney General's Task Force on Violent Crime
715 Auburn
B 716 Bell v. Wolfish
C 717 Carroll v. U.S.
718 Chimel v. California
719 Civilian review board
720 Community
721 Cooper v. Pate
722 Courts of first instance
723 Courts of general jurisdiction
724 Criminal bar
D 725 Durham v. United States
E 726 Elmira
727 Elmira Reformatory
728 England
729 Escobedo v. Illinois
F 730 Federal Bureau of Investigations
731 Fraternal Order of Police
732 Furman v. Georgia
G 733 Gagnon v. Scarpelli
734 Gideon v. Wainwright
735 Great Britian
736 Gregg v. Georgia
I 737 In re Gault
738 In re Winship
739 Interest group
740 International Associaton of Chiefs of Police
741 International Brotherhood of Police Officers
742 International Conference of Police Associations
743 International Union of Police Associations
J 744 Johnson v. Avery
745 Joliet
K 746 Kansas City
747 Kent v. U.S.
748 Knapp Commission
L 749 LOJ Enforcement Assistance Admin.
M 750 Mapp v. Ohio
751 McKeiver v. Pennsylvania
752 Memps v. Rhay
753 Minority police officers
754 Miranda v. Arizona
755 Missouri
756 Morrissey v. Brewer
N 757 Nat'l Advisory Comm. on Crim. Just. Standards
758 Nat'l Advisory Commission on Civil Disorders
759 Nat'l Comm. on Causes Prevention of Violence
760 Nat'l Council on Crime and Delinquency
761 National Census of Jails
762 National Crime Surveys
763 National Prison Association
764 New Mexico State Prison
P 765 PROMIS
766 Pennsylvania
767 Police Foundation
768 Police unions
769 Powell v. Alabama
770 President's Commission on Law Enforcement
771 Procunier v. Martinez
772 Puritan Massachusetts
R 773 Rainfall West
S 774 Sanotbello v. New York
775 State courts
T 776 Terry v. Ohio
U 777 U.S. Bureau of Prisions
778 U.S. Bureau of Prisons
779 U.S. Bureau of the Census
780 U.S. Court of Appeals
781 U.S. District Courts
782 U.S. Supreme Court
783 U.S. v. Robinson
784 United States
W 785 Wickersham Commission
786 Wincanton, U.S.A.
787 Wolff v. McDonnell
788 Women police officers

MDT LISTS for CRIMINAL JUSTICE

TERMS & CONCEPTS

A

1 Actual enforcement
2 Actus reus
3 Adjudication
4 Administrative law
5 Adversary system
6 Allocution
7 Appeal
8 Appellate jurisdiction
9 Arkansas prison scandal
10 Arraignment
11 Arrest powers
12 Arson
13 Assault and battery
14 Assembly line justice
15 Auburn system
16 Automatic reversal rule

B

17 Bail
18 Bill of rights
19 Blue-coat crime
20 Bondsman
21 Booking
22 Bow street runners
23 Breaking and entering
24 Brutality
25 Bureaucracy
26 Burger court
27 Burglary

C

28 Capital punishment
29 Carroll doctrine
30 Case law
31 Challenge for cause
32 Child savers
33 Civil death
34 Civil law
35 Civilian review boards
36 Classical sch of crim.
37 Classification
38 Clearance rate
39 Comm. based corr.
40 Common law
41 Conjugal visitation
42 Conspiracy
43 Constables
44 Constitutional law
45 Contempt power
46 Contract labor
47 Controlled substances act
48 Copping out
49 Corporal punishment
50 Counterculture
51 Courts of last resort
52 Courts of record
53 Crime
54 Crime clock
55 Crime control model
56 Crime index
57 Crime rate
58 Crimes known to police
59 Criminal law
60 Critical criminology
61 Cynicism

D

62 Deadly force
63 Death penalty
64 Defense attorney
65 Definite sentence
66 Deinstitutionalization
67 Deliberation
68 Detective work
69 Determinate sentence
70 Deterrence
71 Deviance
72 Discretion
73 Disorderly conduct
74 Diversion
75 Double jeopardy
76 Drug revolution
77 Dual court system
78 Dual process model
79 Durham rule

E

80 English police tradition
81 Entrapment
82 Evidence-in-chief
83 Exchange relationships
84 Exchange system
85 Exclusionary rule
86 Excusable homicide

F

87 Federal prison system
88 Federalism
89 Felony
90 Felony murder doctrine
91 Female corrections
92 Field interrogations
93 Filtering process
94 French connection (the)
95 Fresh pursuit

G

96 Full enforcement
97 Furlough
98 General deterrence
99 Good time
100 Grand jury
101 Grass eaters
102 Gun control

H

103 Habeas corpus
104 Habitual offender laws
105 Hands off doctrine
106 Harmless error rule
107 Homicide
108 Huber act

I

109 In forma pauperis
110 Incapacitation
111 Incarceration
112 Indeterminate sentence
113 Index crimes
114 Indictment
115 Indigency standards
116 Initial appearance
117 Inmate code
118 Inquiry system
119 Inquisitorial system
120 Inside cells
121 Intermittent sentence
122 Internal policing
123 Interrogation
124 Investigative powers
125 Invited error rule
126 Irresistible impulse test

J

127 Jail
128 Judges and justices
129 Judicial circuits
130 Jurisdiction
131 Jury nullification
132 Jury selection
133 Jury trial
134 Justice of the peace
135 Justifiable homicide
136 Juvinile court
137 Juvinile justice

K

138 KC response time study

L

139 LEAA
140 Labeling theory
141 Larceny
142 Legal guilt
143 Legal sufficiency
144 Legalistic style
145 Limited jurisdiction
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